

FACTORS CAUSING SOCIAL EXCLUSION IN EDUCATION OF PAKISTAN; A CASE STUDY OF DISTRICT FAISALABAD

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Pakistan is an under developed country and its education can play a vital role for equipping the individual with latest knowledge and also takes steps for the all-round development of the individual's personality (like spiritual, moral and physical). There is need to take measures of social inclusion to avoid unequal access of its individual towards education. The present study was conducted to investigate the factors that affect the learning achievements of the respondents according to their age, class, family type, parent's income, parent's education, teacher behavior and also the motivational factors. The relationship between social exclusion and education was also explored. Cross-sectional study was conducted in Madina town Faisalabad. A sample of 200 hundred respondents was collected through well-structured questionnaire. SPSS software was used to analyze the collected data. It was found that respondents' parents were educated and have nuclear family system and majority of the respondents were agreed with the opinion that teacher improves their performance. It is suggested that parents may share their responsibilities with teachers for improving their children's achievements.

Keywords: Educational exclusion, learning factors, Achievements, Pakistan

INTRODUCTION

Education as a social process is also another factor of radicalization. Our education system and society as a whole are responsible for not inculcating fundamental social attitudes in the young to give a positive direction to their energies. Through proper education and training they can be turned into desirable social beings, possibly social workers. Social sciences play a significant role in spreading moderate values and practices and strengthening moderate attitudes and behaviors. But, in Pakistan, social sciences have not gained any considerable attention of the state and society (Muhammad, 2009).

Education in Pakistan is overseen by Ministry of Education of Government of Pakistan and public sector investment on the promotion of education has been very poor (Abdal *et al.*, 2013). The academic institutions are the responsibility of the provincial governments whereas the federal government mostly assists in curriculum development, accreditation and some financing of research. The education in Pakistan is generally divided into five levels: primary (grades 1-5 or first six to eight years of schooling starting at the age of five or six as defined by UNESCO, 2008); middle (grades 6-8); high (grades 9-10 leading to the Secondary School Certificate or SSC); intermediate (11-12, leading to a Higher Secondary (School) Certificate or HSC); and university programs leading to graduate and advanced degrees (Peter, 1994).

Social exclusion is a multidimensional process of progressive social rupture. It detaches groups and individuals from social relations and institutions, and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live (Hilary, 2007).

Education in the largest sense is any act or experience that has formative effect on mind character or physical ability of an individual in its technical sense. Education is the process by which society deliberately transmits its accumulated knowledge skills and values from generation to generation (Wikipedia, 2010a).

Social exclusion happens when people or places suffer from a series of problem such as unemployment, discrimination, poor skills, low incomes, poor housing high crime; ill health and family breakdown. When such problems combine they can create a vicious cycle. Social exclusion can also happen as a result of problems that face one person in their life. But it can also start from birth. Being born into poverty or to parents with low skills still has a major influence on future life chances.

The main objective of the research is to examine the factors that determine learning achievements with special focus upon gender perspectives in the context of Faisalabad. In the area gender based aspects were playing a crucial role for livelihoods of the households. Women were illiterate in majority and level of their education, age and household income was associated with the level of participation in household activities (Riasat *et al.*, 2014).

MATERIALS AND METHODS

The cross-sectional study was conducted in Madina Town Rural areas of Faisalabad and quantitative approach was applied. A sample of 200 respondents was taken to get meaningful research data through well-structured interview schedule. Different factors were derived such as family income, family type, education, motivational factor. The data were analyzed by using statistical techniques and got out-put of the data. Such as frequency is used for percentage, bivariate is used for the test of hypothesis, regression is also used for the importance of the variable.

RESULTS AND DISCUSSION

Table 1 Shows that a majority i.e. 58 percent of the respondents reported that their parents were educated while 42 percent of the respondents told that their parents were uneducated. Table 1 also reflects that 53.5 percent of the respondents were living in nuclear family system while 46.5 percent of the respondents were living in joint family system. As results indicate that people like to live in nuclear family rather joint structure. One third (33.0%) of the respondents' parents had up to 5000 rupees monthly income while 41.0 percent of the respondents' parents had monthly income Rs. 5001-10000 and about one-fourth i.e. 26 percent of them had monthly income above Rs. 10000. Majority (58%) of the respondents told that their parents are educated and there is high level of education among their children. Social exclusion has strong relation with the parents' education and it's a contributory factor to minimize the social exclusion in children education. Almost 42.0% of the respondents told that their parents are uneducated and do not understand the importance of higher education. Majority 53.5 percent of the respondents were lived in nuclear family system. Their parents were educated and they were able to provide all the educational and other basic needs of life. It is found during study that respondents who belonged to high level of income group showed more risk of social exclusion by adopting the bad habits of the society and go on the way of social evils this also caused the occurrence of social exclusion in getting educational attainments. Glaeser *et al.* (2002) found that parents' income and joint family structure was positively associated with educational attainment. Table 2 reflects that a majority of the respondents (60.5%) told that their teachers had good behavior with them while 14.0 percent of the respondents said that their teachers had bad behavior as teasing and abusing while 25.5 percent of them reported that their teachers had normal behavior with them. An enormous majority of the respondents (76.0%) told that the polite behavior of their parents motivates them to work hard, punctual and concentrate to work while only 24 percent of them replied in negative. A large majority (70%) of the respondents told that their teachers try to make the atmosphere of competition in class for improving their learning achievements while remaining percent of them were replied in negative. 33.5 percent respondents belonged to age group up to 10 years, while major proportion i.e. 46 percent of them belonged to age group 11-12 and 20.5

percent of them belonged to age group 13-15. Different studies show that social exclusion depends upon the correlation of behavior, motivation and conducive environment of both home and school. Parents and teacher behavior directly and indirectly affect the learning achievement process of children and play vital part to make the

Table 1: Distribution of respondents according to parent education, family type and parent's income

| Educational status of parents | Frequency | Percentage |
|---|-----------|------------|
| Educated | 116 | 58.0 |
| Uneducated | 84 | 42.0 |
| Total | 200 | 100.0 |
| Family type | | |
| Nuclear Family | 107 | 53.5 |
| Joint Family | 93 | 46.5 |
| Total | 200 | 100.0 |
| Family monthly income Rs. Monthly income | | |
| Upto 5000 | 66 | 33.0 |
| 5001-10000 | 82 | 41.0 |
| 10000 and above | 52 | 26.0 |
| Total | 200 | 100.0 |

Table 2: Distribution of respondents according to teachers' behavior, parents behavior, class atmosphere and age of respondent.

| Behavior of teachers | Frequency | Percentage |
|----------------------------|-----------|------------|
| Good | 121 | 60.5 |
| Normal | 51 | 25.5 |
| Bad | 28 | 14.0 |
| Total | 200 | 100.0 |
| Behavior of parents | | |
| Friendly/polite | 152 | 76.0 |
| Non-friendly/aggressive | 48 | 24.0 |
| Total | 200 | 100.0 |
| Class atmosphere | | |
| Good | 140 | 70.0 |
| Bad | 60 | 30.0 |
| Total | 200 | 100.0 |
| Age (years) | | |
| Up to 10 | 67 | 33.5 |
| 11-12 | 92 | 46 |
| 13-15 | 41 | 20.5 |
| Total | 200 | 100.0 |

Table 3: Distribution of the respondents according to the teachers lecture, children performance, monthly tests and attitude towards gender learning level

| To understand class lecture | Frequency | Percentage |
|--|-----------|------------|
| Yes | 151 | 75.5 |
| No | 49 | 24.5 |
| Total | 200 | 100.0 |
| Teachers develop resolution to improve children performance | | |
| Yes | 149 | 74.5 |
| No | 51 | 25.5 |
| Total | 200 | 100.0 |
| Monthly achievement | | |
| Yes | 147 | 73.5 |
| No | 53 | 26.5 |
| Total | 200 | 100.0 |
| Attitude towards gender learning level | | |
| Gender are equal | 110 | 55.0 |
| Gender are not equal | 45 | 45.0 |

Table 4: Values of Chi- Table Square and Gamma test giving the relationship of different variables.

| Variables | Chi-Square (sig. level) | Gamma (sig. level) |
|---|-------------------------|--------------------|
| Parent education | 4.53(0.001) | 0.466(0.040) |
| Family type | 9.986(0.004) | -0.640(0.001) |
| Family monthly income | 11.91(0.025) | 0.414(0.003) |
| Behavior of teachers | 4.184(0.015) | 0.295(0.266) |
| Teachers helps to pupils | 1.082(0.006) | 1.00(0.011) |
| Class atmosphere | 2.061(0.001) | 0.313(0.023) |
| Age | 5.97(0.007) | 0.245(0.029) |
| To understand class lecture | 0.654(0.004) | 0.323(0.412) |
| Teachers develop resolution to improve children performance | 2.253(0.041) | 1.00(0.001) |
| Monthly achievement | 3.602(0.023) | 0.486(0.157) |
| Attitude towards gender learning level | 0.671(0.012) | 0.165(0.405) |

Table 5: Standardized coefficient of regression, t value and level of significance of socio-economic, factors affecting learning achievement, efforts towards social exclusion variables regressed on social exclusion in education

| Model | Standardized coefficients | T | Sig |
|---|---------------------------|--------|-------|
| (constant) | 9.290 | | |
| Parents educationX ¹ | 0.004 | .047 | 0.01 |
| Family typeX ² | -0.015 | -0.200 | 0.042 |
| Parents incomeX ³ | 0.041 | 0.517 | 0.006 |
| Behavior of teacherX ⁴ | 0.164 | 2.142 | 0.003 |
| Parents behaviourX ⁵ | 0.099 | 0.630 | 0.005 |
| Class competition atmosphereX ⁶ | 0.110 | 1.334 | 0.010 |
| Understand the lecture of teacherX ⁷ | 0.034 | 0.223 | 0.012 |
| Resolution for improve their children performanceX ⁸ | 0.12 | 0.121 | 0.004 |
| Monthly TestX ⁹ | 0.016 | 0.165 | 0.051 |
| Attitude towards gender learning levelX ¹⁰ | 0.017 | 0.211 | 0.041 |
| R ² = 0.67 | | | |

atmosphere of competition in class. It means competition atmosphere is helpful to decrease the high risk of social exclusion in education. The respondent belonged to age group 13-15 years showed high social exclusion due to socio-economic problems. Most of them belonged to matriculation and matriculation itself had a high rank in schooling and other educational needs, fee structure is high, less qualified and experienced staff, family income problem, parents' education and other social problems. Craig and Pepler (1997) reported that teachers are less likely to observe acts of social exclusion because their behavior is brief and covert. In fact, Boulton (1997) found that a significant proportion of teachers did not view social exclusion as bullying.

Table 3 shows that 75.5 percent of the respondents understood the lecture of teachers, while only 24.5 percent of them did not understand the lecture of their teachers. 74.5 percent were agreed with the opinion that the teachers develop resolution to improve their performance while 25.5 percent of the respondents were replied in negative. A large majority 73.5 percent of the respondents were agreed that the monthly test increase the learning achievements, while only 26.5 percent were disagreed with this opinion. The number of 55 percent of respondents was agreed that there is no significance difference in learning of male and female, while 45 percent of the respondents were disagreed with this opinion. Around one fourth (26.5%) of the respondents told that social exclusion occurred due to unauthorized absence from school. Social exclusion is also minimized by creating the attitude that there should not be significance different in the learning level of male and female. Similarly, Akhter

(2006) pointed out that most of the students not only study but also help parents in house hold work especially daughters. A small ratio of a group worked for earning purpose so; they did some activity along with studies also. It was a reality that a child from all aspects was valuable for parent.

Testing of hypotheses: Tables show association of learning achievements with other variables. The Chi- square value 4.53 indicates association between parents' education and learning achievement are high and gamma values 0.466 shows positive relation at significant level of 0.040. The relation between family type and learning achievement Chi-square values 9.986 shows association but value of gamma - 0.640 shows negative relation. The monthly household income and learning achievements are highly associated with each other as value of Chi-square shows 11.91 and gamma value 0.414 depicts positive relation. Chi-square values 4.184 shows association between teacher behavior and learning achievements and the value of gamma 0.295 indicates strong relation at the 0.266 level of significance. There is strong association between teachers helps to pupils and learning achievement as value of Chi-square 1.082 shows high association and gamma value 1.00 indicates positive relation. Class atmosphere and learning achievement are highly associated to each other the Chi-square value 2.061 also showed and the value of gamma 0.313 shows relation is positive. learning achievement are associated strongly with age of respondent as chi-square value 5.97 indicates association and gamma 0.245 shows positive relation at 0.029 level of significance. Chi-square 0.654 shows class lecture and learning achievement have high association and gamma 0.323 shows strong positive

relation at 0.412 level of significance. The value of Chi-square 2.253 indicates association with learning achievement and gamma 1.00 shows relation is positive. Monthly achievement and learning achievement are highly associated and gamma depicts relation is positive at 0.001 level of significance. Association between attitude towards gender learning level and learning achievements is high and also gamma shows that the relation is positive at 0.405 level of significance.

In the above table of standardized regression of coefficient of every predictive variable are discussed along with standard and level of significance are given. The regression coefficient beta is used to identify the significance of independent variable. Higher regression value shows the elevated importance of that variable. It is evident that education reduces the social exclusion. Value of regression coefficient 0.004 units shows that parent education minimize the social exclusion and increased the rate of education of children by 0.01 unit. Similarly Rafiq (2000) concluded that the parents who were literate had more desire to their children education. Educational achievement depended chiefly on parent's education. In family type 0.015 units mean that social exclusion is minimized in nuclear family system because the children live in nuclear family system avail all the facilities of education and all fulfill their all needs related to education as compare to joint family system. Parents income also caused social exclusion 0.041 unit shows increasing of education at low rate and social exclusion can be control by increasing the literacy rate. Similarly Ijaz (1995) found that the socio-economic factors of family life directly and indirectly affect the education of family members. It cannot by neglect any aspect as these are directly and strongly interrelated with each other. 0.164 unit of coefficient shows that social exclusion depend on teacher behavior but 0.164 units means social exclusion is decreased at high level by teacher behavior at .003 level of significance the social exclusion can be control by parents good behavior. Parents good behavior promotes the interest of learning behavior in their children as indicated by coefficient 0.099. As for variable class competition atmosphere, the figure 0.110 depicts the improvement in performance of students whereas social exclusion decrease in education by 0.034 unit. Understanding the lecture is also an important variable in enhancing learning abilities. It is evident from the table that attitude towards gender learning level also increase the trend to avail education and causes the considerable decline in social exclusion.

Fitness of the model is estimated through the coefficient of determination R^2 indicated the contribution of the independent variable in the variation of dependent variable. In the table the value of R^2 (0.67) indicates that independent variable explained 0.067 percent variation of social exclusion in education.

Fitted model: Variable $9.116.004X_1-.015X_2+.041X_3+.164X_4+.099X_5+.110X_6+.034X_7+.012X_8+.016X_9+.017X_{10}$

X_1 is parents education, X_2 is family type, X_3 is parents income, X_4 teacher behavior, X_5 parents behavior, X_6 class

competition atmosphere, X_7 understand the teacher lecture, X_8 resolution for improve performance, X_9 monthly test achievement, X_{10} Attitude towards gender learning level.

CONCLUSION

Multiple factors play important role to enhance the students learning level such as parent's education, their income, family type and teacher resolution in class. It is further derived that the factors which directly and indirectly reduce social exclusion are increased awareness, high literacy level, more income levels etc. The study further suggests for the policy makers that more emphasize should be given to improve the effective education by focusing teaching methodology, refresher courses, re-define the curricula according to student's age and their capabilities. More efforts should be made to enhance parents' positive educational behavior towards their children to minimize the social exclusion.

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